



***Internal Reviews
Performance Period January -March 2004***

Introduction

The second full year of implementation of Internal Reviews was completed in this period, with twenty-two complexes reviewed in the third quarter of fiscal year 2004 (January-March 2004). This report provides an overview of accomplishments and challenges during the second year of implementation, and specific information on the third quarter's results.

Overall, the State experienced smooth implementation of Internal Reviews in this second year of demonstrating sustainable and independent examination of complex-based child status and system performance. Complexes, for the most part, operationalized refinements to the process including increased community participation, strengthened debriefings of reviews, and improved reports. Action Plans were submitted by all complexes, and on the whole, provided accountable and appropriate strategies targeting areas identified through review of the data as needing improvements. State-level mentors were attached to every case reviewed, which provided the intended field-based quality controls for reviewer performance and consistency of ratings. The local level formally challenged only one mentor rating, and in this case the mentor ratings were upheld by independent review by a senior reviewer. A session is scheduled for this summer to assess the second year of implementation of the Internal Reviews and the Statewide Inter agency Quality Assurance System, and to look at activities and refinements going forward.

Findings

Displayed below are the overall results of complex-based Internal Reviews for the 2003-2004 school year (fiscal year 2004):

n=609

Test Outcome 1: + Child + System Performance 89% (n=541)	Test Outcome 2: - Child + System Performance 4% (n=24)	93% (n=565)
Test Outcome 3: + Child - System Performance 5% (n=29)	Test Outcome 4: - Child - System Performance 2% (n=15)	

**94%
(n=570)**

Table 1. School Year 2003-2004 Internal Review Results (Fiscal Year 2004)

The overall performance goal for the State is that each complex will achieve 85% or better system performance on their Internal Reviews. In the review year, thirty-seven of the forty-one complexes, or 90%, met the targeted goal. For the 565 youth reviewed this year, system performance was found to be acceptable for 93%, a slight increase over last fiscal year's finding of the system performing acceptably well for 91% of youth. Statewide in fiscal year 2004, 94% of children and youth reviewed were found to have acceptable child status. This performance goal has remained stable from fiscal year 2003, where child status was also found to be doing acceptably well for 94% of youth.

Third Quarter of Fiscal Year 2004

Internal Reviews were conducted in the third quarter for 22 complexes. In the third quarter, 86% of complexes achieved the desired goal for acceptable system performance. Three complexes Waiakea, Kealakehe, and Waipahu did not meet the performance target. System performance was found to be 77% acceptable for both Waiakea and Kealakehe, which did not meet the goal. Both of these complexes demonstrated acceptable child status (Waiakea 85%, Kealakehe 92%). Waipahu did not meet system performance goals as the system was performing acceptably well for only 75% of youth reviewed. Child status was acceptable for 80% of youth reviewed which means that child status was a concern for 20% of those reviewed. Focused tracking of improvement plans for all three complexes will occur, with a targeted corrective action plan in place for the Waipahu complex.

Below are the Statewide results for all Internal Reviews conducted in the third quarter (January-March 2004):

STATE TOTAL n=325		
Test Outcome 1: + Child + System Performance 88% (n=285)	Test Outcome 2: - Child + System Performance 3% (n=11)	91% (n=296)
Test Outcome 3: + Child - System Performance 6% (n=18)	Test Outcome 4: - Child - System Performance 3% (n=11)	
93% (n=303)		

Table 2. Statewide Internal Review Results (Third Quarter, Fiscal Year 2004)

Twenty-one or 95% of the complexes met the performance goal for child status. The only other complex outside of Waipahu not meeting acceptable child status was Kalaheo where 77% of those reviewed were found to be doing acceptably well across measures of child well being. Overall in the quarter, 93% of youth reviewed had acceptable child status, and statewide, the system was performing well for 91% of youth reviewed.

The child status and system performance results for the third quarter (January-March 2004) Internal Reviews are displayed below in Table 3.

Table 3. Results of Internal Reviews for Child Status and System Performance (Third Quarter, FY 2004)

Complex	Date	Sample Size	Child Status SY 2003-2004	System Performance SY 2003-2004
Hana	January 20-23, 2004	13	92%	92%
Kaiser	January 20-23, 2004	13	92%	100%
Kapolei	January 26-30, 2004	13	100%	100%
Moanalua	January 26-30, 2004	13	100%	100%
Baldwin	February 2-6, 2004	13	85%	92%
Mililani	February 2-6, 2004	19	95%	90%
Pearl City	February 2-6, 2004	19	95%	100%
Waiakea	February 9-13, 2004	13	85%	77%
Waipahu	February 9-13, 2004	20	80%	75%
Kaimuki	February 17-20, 2004	17	100%	88%
Ka'u	February 17-20, 2004	13	100%	92%
Kalaheo	February 23-27, 2004	13	77%	92%
Lahainaluna	February 23-27, 2004	13	92%	85%
Radford	February 23-27, 2004	17	94%	94%
Leilehua	March 1-5, 2004	21	100%	100%
McKinley	March 1-5, 2004	13	92%	85%
Molokai	March 1-5, 2004	13	100%	92%
Honoka'a	March 8-12, 2004	13	100%	92%
Waimea (West Kauai)	March 8-12, 2004	13	100%	100%
Kailua	March 15-19, 2004	13	92%	85%
Kealahou	March 15-19, 2004	13	92%	77%
Maui High	March 15-19, 2004	17	88%	94%

Description of the Samples

There were a total of 325 students reviewed in the quarter. Table 2 shows the distribution of cases reviewed across school levels and Early Intervention.

Table 4. Distribution of the Sample (Third Quarter, FY 2004)

	High School	Middle School	Elementary School	Early Intervention	3rd Quarter
Hana	5	4	3	1	13
Kaiser	4	3	5	1	13
Kapolei	4	3	5	1	13
Moanalua	4	3	5	1	13
Baldwin	4	3	5	1	13
Mililani	5	5	8	1	19
Pearl City	6	3	9	1	19
Waiakea	4	4	4	1	13
Waipahu	6	4	9	1	20
Kaimuki	4	4	8	1	17
Ka'u	3	3	6	1	13
Kalaheo	3	3	6	1	13
Lahainaluna	5	3	4	1	13
Radford	3	3	10	1	17
Leilehua	5	5	10	1	21
McKinley	4	2	6	1	13
Molokai	4	4	4	1	13
Honoka'a	4	4	4	1	13
Waimea (West Kauai)	5	3	4	1	13
Kailua	4	2	6	1	13
Kealahou	4	4	4	1	13
Maui High	5	5	6	1	17
Total	95	77	131	22	325

Further description of the sample is presented in Table 5. Sampling guidelines call for samples to be based on 2% of the IDEA population and 1% of the 504-student population. Of the total number of cases reviewed in the third quarter (N=325), 20% were receiving care coordination from the Child and Adolescent Mental Health Division (CAMHD). Overall, approximately 48% were IDEA or 504 Felix class students that are case managed by the schools, 25% are IDEA non-Felix students, and 7% were receiving Early Intervention Services. However, analysis of the data show that at least six complexes did not meet the required sample distribution of no more than 25% of the review population to be IDEA Non-Felix students. Focused review of the sampling practices and recommendations for quality controls are on the agenda for the next Statewide Interagency Quality Assurance Committee meeting.

Table 5. Description of the Sample (Third Quarter, FY 2004)

	CAMHD Felix	IDEA / 504 SBBH	IDEA Non-Felix	Early Intervention	3rd Quarter
Hana	3	5	4	1	13
Kaiser	3	6	3	1	13
Kapolei	3	6	3	1	13
Moanalua	2	7	3	1	13
Baldwin	2	6	4	1	13
Mililani	3	11	4	1	19
Pearl City	3	8	7	1	19
Waiakea	3	6	3	1	13
Waipahu	3	9	7	1	20
Kaimuki	3	9	4	1	17
Ka'u	3	6	3	1	13
Kalaheo	3	6	3	1	13
Lahainaluna	3	7	2	1	13
Radford	3	6	7	1	17
Leilehua	5	10	5	1	21
McKinley	0	9	3	1	13
Molokai	3	6	3	1	13
Honoka'a	3	6	3	1	13
Waimea (West Kauai)	3	6	3	1	13
Kailua	3	7	2	1	13
Kealakehe	3	7	2	1	13
Maui High	4	8	4	1	17
Total	64	157	82	22	325

Table 6 displays the range of IDEA disability categories that were represented in the samples. The 325 youth reviewed represented 13 out of the 14 IDEA eligibility categories, 504 Felix students, and children who are categorized as Early Intervention IDEA. The largest percentages of youth were in the categories Emotional Disturbance and Specific Learning Disability (19%). Other Health Impairments (13%) and Mental Retardation (10%) were the next most frequent. All of the eligibility categories, except for Deaf/Blindness, were represented in the reviews.

Table 6. Disability Categories (Third Quarter, FY 2004)

	Hana	Kaiser	Kapolei	Moanalua	Baldwin	Mililani	Pearl City	Waikeke	Waipahu	Kaimuki	Ka'u	Kalaheo	Lahainaluna	Radford	Leilehua	McKinley	Molokai	Honoka'a	Waimea (West Kauai)	Kailua	Kealahou	Maui High	Total
Autism			1	1	1	2	2	1	2	1	1	1		1	2			1	2	1	1	1	22
Deaf/Blindness																							0
Deafness							1	1											1				3
Developmental Delay		1	1	1	1	1		1	1	1	1	1	1	2	1	1		1		1	1		18
Emotional Disturbance	1	4	2	2	2	4	4	2	3	4	4	2	4	5	3	1	2	2	2	2	4	4	63
Hearing Impairment								1	1			1				1			1				5
Mental Retardation	2		2	1	1	2	2	1	1	2	2	2	1	1	4	1	1	2	1	1	1	1	32
Multiple Disabilities			1	1	1			1	2			1		2	1						1		11
Orthopedic Impairment				1			1			1					4				1	1			9
Other Health Impairments	2	2	2	1	1	4	2	1	1	3	1		2	2		4	3	5		1	1	3	41
Specific Learning Disability	5	2	1	3	2	3	4	2	7	2	2	2	3	3	2	3	5		1	3	1	5	61
Speech/Language Impairment					1	1	1						1		1							1	6
Traumatic Brain Injury		1								1	1	1			1					1			6
Visual Impairment	1																		1				2
504 Felix	1	2	2	1	2	1	1	1	1	1		1			1	1	1	1	2	1	2	1	24
IDEA, Early Intervention	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
3rd Quarter	13	13	13	13	13	19	19	13	20	17	13	13	13	17	21	13	13	13	13	13	13	17	325

Participants

A total of 640 school, Family Guidance Center (FGC) and University of Hawaii (UH) personnel, and community members, including parents, participated in the Internal Reviews conducted in the reporting quarter. The participants represented 29 different role groups. The largest group represented was Special Education Teachers (159), followed by School Counselors (84), Resource Teachers (55) and Student Service Coordinators (50). There was some duplication in counts for State-level DOE staff, CAMHD Performance Management staff, and Quality Assurance Specialists, who participate in multiple complex reviews.

Table 7. Internal Review Participants (Third Quarter, FY 2004)

	Hana	Kaiser	Kapolei	Moanalua	Baldwin	Milliani	Pearl City	Waiakea	Waipahu	Kaimuki	Ka'u	Kalaheo	Lahainaluna	Radford	Leilehua	McKinley	Molokai	Honoka'a	Waimea (West Kauai)	Kailua	Kealahou	Maui High	Total
Counselor (School, Special Education, High Risk, Academic, 504, Department Chair)	2	3	9	7	5	9	5	0	3	8	0	6	1	8	5	4	1	2	1	2	2	1	84
Educational Assistant	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	5
Principal	0	0	0	0	0	2	0	1	0	1	0	0	0	1	2	1	1	0	0	1	0	2	12
Vice Principal	1	1	2	1	1	3	0	3	2	1	0	2	2	0	0	3	1	0	0	1	0	2	26
Psychological Examiner	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
DOE Contracted Mentors	0	3	1	2	0	2	2	2	1	2	0	2	2	1	2	1	0	2	1	3	1	1	31
Resource Teacher (State, District, Complex, PSAP, Student Support, Literacy, CSSS)	5	0	2	0	4	5	1	3	2	3	3	1	1	3	2	1	2	4	4	2	3	4	55
SBBH Therapist, Manager	1	0	0	0	3	1	0	0	0	0	2	2	0	0	1	0	0	0	0	1	1	1	13
Psychologist (District, Complex, School)	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	1	0	7
Special Education Department Chair	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	7
Special Education Teacher (including Pre-School Teacher)	5	7	8	11	7	6	19	4	16	8	8	5	2	7	19	10	4	3	0	6	2	2	159
Speech Language Pathologist	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Student Services Coordinator	0	0	4	2	1	1	3	5	6	3	1	3	3	2	2	0	1	1	0	4	4	4	50
Teacher (General Ed, Title I, Reading, Transition)	0	7	0	0	0	2	8	3	5	7	1	0	1	0	0	2	3	1	0	1	0	1	42
Coordinator (Evaluation, School Health, SID, Curriculum, Literacy, Rise)	0	3	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	7
School Assessment Liaison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Librarian, Reading Specialist	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Autism Consultant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education Director, Educational Specialist, School Renewal Specialist, District Educational Specialist, Retired Administrator, DOE Administrator	1	1	0	0	1	0	0	0	1	2	0	1	0	1	0	0	0	0	0	3	0	2	13
Social Worker	0	0	0	1	0	1	0	0	1	1	0	1	0	1	2	0	0	0	0	2	0	2	12
Parent/Community Member, UH Faculty Member	0	1	0	0	3	1	1	0	1	2	0	1	0	1	0	1	0	1	0	0	0	1	14
Branch Chief, Clinical Director	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	3
CAMHD Program Manager, Supervisor	0	0	0	0	0	1	1	0	1	1	2	0	0	0	1	1	0	0	0	0	0	0	8
Quality Assurance Specialist, DOH	1	0	0	1	1	1	1	0	1	0	1	1	0	1	2	1	1	0	1	1	0	1	16
Family Support Worker, FGC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Mental Health Care Coordinator, Mentor	1	0	1	0	0	2	0	2	1	0	2	0	0	1	1	0	0	1	0	0	0	0	12
Mental Health Supervisor	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	2	2	0	3	0	11
Public Health Nurse	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Early Intervention Personnel	0	2	1	1	3	2	3	2	2	1	1	3	2	2	2	2	2	3	2	2	2	2	42
3rd Quarter Total Participants	19	30	28	28	30	43	45	26	44	42	23	32	15	30	43	29	17	22	16	31	20	27	640

Review Outcomes and Trends

Table 8. System Performance Results by Agency Involvement (Third Quarter, FY 2004)

Complex		Early Intervention	FGC Care Coordinated	IDEA / 504 SBBH	IDEA
Waiakea	Acceptable	0	2	5	3
	Unacceptable	1	1	1	0
Waipahu	Acceptable	0	2	8	5
	Unacceptable	1	1	2	1
Kealakehe	Acceptable	1	2	5	2
	Unacceptable	0	1	2	0

Examination of child status and system performance indicators demonstrates trends among the complexes as well as findings that are complex-specific. Of the nineteen complexes reviewed, all but three complexes (Waiakea Complex, Kealakehe Complex, and Waipahu Complex) performed at an acceptable level for system performance. Waiakea and Kealakehe were 8% below the performance threshold and Waipahu was 10% below the performance threshold. The majority of the complexes were found to be doing well across both child status and system performance indicators.

Child Status Concerns

Overall Child Status was a concern in two of the twenty-two complexes [Waipahu (80%), and Kalaheo (77%)]. Data for these complexes indicate that child status indicators for Learning Progress and Responsible Behavior were a concern for both complexes. Safety was also a concern for 23% of youth in the Kaleheo sample. Caregiver Functioning and Satisfaction were unacceptable for 20% of youth in the Waipahu sample. Strategies for impacting child status in these communities are warranted.

Statewide Trends

Content analyses of Internal Review Reports reveal positive statewide trends and patterns demonstrating viable local service systems. Concerns identified by review teams were addressed in Complex Action Plans.

Across indicators of system performance, complexes that did not do acceptably well generally struggled with identifying focal concerns in assessments, providing functional assessments that can be used for team planning, and providing contingency plans. In terms of “finding what works” in order to achieve positive results in the cases reviewed indicate the complexes had problems impacting the focal situation for youth, academic achievement, risk reduction, and effective problem solving. As described previously, each of the complexes has developed an improvement plan that will be monitored for implementation and results.

State-level Feedback on Internal Review Reports

Each Internal Review generates a report on the results of the reviews, reporting on core performance indicators, and an improvement plan on areas identified as needing strengthening based on review findings and data. The overall goal is to imbed reflective practice at all levels that will facilitate improvements that are based on accurate, current data. To assure an accurate read and proactive improvement strategies, the reports are

reviewed and feedback is provided. Each report is due thirty days following the conclusion of the Internal Review unless a specific waiver is granted, and feedback is due back to the complex within another thirty days. To date, all responses due have been addressed.

Feedback is given in two main areas: the quality of the report and the review process, and the quality of the improvement plan. The plan itself can be accepted, accepted with refinements recommended, or commented on with a request for a revised plan. For the complex reports reviewed to date, all but two complexes have had their plans accepted. Last school year only 27% of plans were accepted. Strengthened guidelines for the reports have resulted in increased quality of plans for most complexes. Many of the complexes continue to struggle with development of plans that have measurable objectives, including a mechanism to track improvements such as performance measures, and having a well-structured reporting system imbedded into their local quality assurance processes. Training and technical assistance in these areas are on the agenda for the summer review of the Statewide Quality Assurance System.

Summary

Based on the initial scores from the Internal Reviews conducted in the third quarter, the state continues to demonstrate that the vast majority of youth with special needs continue to do well, and consistently receive services that are well coordinated, well implemented, and are producing positive results.

The Internal Review Process continues to be a core strategy for assuring quality at a level that is as close as possible to the delivery of service. In addition to high quality peer and case review with service teams, Internal Reviews are a key vehicle for the State to examine the functions that are necessary to impact positive results for youth served.

Complex Data

The following section provides a “profile” of each complex reviewed over the second quarters of fiscal year 2004 (October-December 2003). Presented are data by complex on Internal Reviews and core indicators for the Family Guidance Centers and schools. Data are current for the quarter the Internal Review occurred. Family Guidance Center data include number and percentage of clients in out of state treatment settings, in out of home treatment, with service delivery gaps, with complaints, and who have current CSPs. Also included are data on the sample size of CSPs that were audited with a CSP quality instrument, and the percentage of those with overall acceptable quality. Staffing vacancies in the FGC for the complex are also presented. School data for each complex include number of service gaps, percentage of referrals that were processed within timelines, number of written and telephone complaints received by the State Office, number of hearing requests, and percentage of special education teachers that are certified. Also presented are data related to suspensions (regular education to special education numbers and ratios).

Hana January 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 92% (n=12)	Test Outcome 2: - Child + System Performance 0% (n=0)	92% (n=12)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 8% (n=1)	

**92%
(n=12)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	4	0%
Out of Home	1	4	25%
Service Delivery Gaps	0	4	0%
Complaints	0	4	0%
CSP Timelines	4	4	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	100%	0	0	0	100%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	398	0	75	0	0	0	3.03

* State Average = 88% Regular Education and 12% Special Education

Kaiser January 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 92% (n=12)	Test Outcome 2: - Child + System Performance 8% (n=1)	100% (n=13)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

92%
(n=12)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	8	0%
Out of Home	1	8	13%
Service Delivery Gaps	0	8	0%
Complaints	0	8	0%
CSP Timelines	6	8	75%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	78.6%	0	0	1	96%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	2,778	40	251	8	2.01	1.47	3.03

* State Average = 88% Regular Education and 12% Special Education

Kapolei January 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 100% (n=13)	Test Outcome 2: - Child + System Performance 0% (n=0)	100% (n=13)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=13)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	17	0%
Out of Home	5	17	29%
Service Delivery Gaps	0	17	0%
Complaints	0	17	0%
CSP Timelines	14	17	82%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	97.85%	0	0	1	93%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	6,346	174	703	56	2.58	2.36	3.03

* State Average = 88% Regular Education and 12% Special Education

Moanalua January 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 100% (n=13)	Test Outcome 2: - Child + System Performance 0% (n=0)	100% (n=13)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

100%
(n=13)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	12	0%
Out of Home	6	12	50%
Service Delivery Gaps	0	12	0%
Complaints	0	12	0%
CSP Timelines	12	12	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	0	0	0	84.9%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	5,050	106	486	39	3.46	2.69	3.13

* State Average = 88% Regular Education and 12% Special Education

Baldwin February 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 84.6% (n=11)	Test Outcome 2: - Child + System Performance 7.7% (n=1)	92% (n=12)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 7.7% (n=1)	

**85%
(n=11)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	22	0%
Out of Home	7	22	32%
Service Delivery Gaps	0	22	0%
Complaints	0	22	0%
CSP Timelines	19	22	86%

Staffing	Vacancies	%
2	1.66	83%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
3	85%	0	0	0	96%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	4,300	95	504	55	3.48	4.24	2.76

* State Average = 88% Regular Education and 12% Special Education

Mililani February 2004

Internal Review Results

n=19

Test Outcome 1: + Child + System Performance 90% (n=17)	Test Outcome 2: - Child + System Performance 0% (n=0)	92% (n=17)
Test Outcome 3: + Child - System Performance 5% (n=1)	Test Outcome 4: - Child - System Performance 5% (n=1)	

**95%
(n=18)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	22	0%
Out of Home	7	22	32%
Service Delivery Gaps	0	22	0%
Complaints	0	22	0%
CSP Timelines	18	22	82%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	100%	0	1	2	90%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	7,652	143	959	36	1.74	1.84	N/A

* State Average = 88% Regular Education and 12% Special Education

Pearl City February 2004

Internal Review Results

n=19

Test Outcome 1: + Child + System Performance 95% (n=18)	Test Outcome 2: - Child + System Performance 5% (n=1)	100% (n=19)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

95%
(n=18)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	15	0%
Out of Home	7	15	47%
Service Delivery Gaps	0	15	0%
Complaints	0	15	0%
CSP Timelines	15	15	100%

Staffing	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	98%	0	0	2	87%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	6,981	161	836	100	5.15	4.55	3.83

* State Average = 88% Regular Education and 12% Special Education

Waiakea February 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 77% (n=10)	Test Outcome 2: - Child + System Performance 0% (n=0)
Test Outcome 3: + Child - System Performance 8% (n=1)	Test Outcome 4: - Child - System Performance 15% (n=2)

77%
(n=10)

85%
(n=11)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	38	0%
Out of Home	8	38	21%
Service Delivery Gaps	0	38	0%
Complaints	0	38	0%
CSP Timelines	25	30	83%

Staffing	Vacancies	%
1.9	0.4	21%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	0	0	0	78%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	3,742	137	406	47	2.82	2.52	2.99

* State Average = 88% Regular Education and 12% Special Education

Waipahu February 2004

Internal Review Results

n=20

Test Outcome 1: + Child + System Performance 60% (n=12)	Test Outcome 2: - Child + System Performance 15% (n=3)	75% (n=15)
Test Outcome 3: + Child - System Performance 20% (n=4)	Test Outcome 4: - Child - System Performance 5% (n=1)	

**80%
(n=16)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	20	0%
Out of Home	8	20	40%
Service Delivery Gaps	0	20	0%
Complaints	0	20	0%
CSP Timelines	20	20	100%

Staffing	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	95.7%	0	2	0	87.6%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	8,598	353	929	124	2.90	2.57	2.07

* State Average = 88% Regular Education and 12% Special Education

Kaimuki February 2004

Internal Review Results

n=17

Test Outcome 1: + Child + System Performance 88% (n=15)	Test Outcome 2: - Child + System Performance 0% (n=0)	88% (n=15)
Test Outcome 3: + Child - System Performance 12% (n=2)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=17)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	23	0%
Out of Home	3	23	13%
Service Delivery Gaps	0	23	0%
Complaints	0	23	0%
CSP Timelines	22	23	96%

Staffing	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	87%	0	0	2	100%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	5,441	286	621	62	1.68	1.59	3.66

* State Average = 88% Regular Education and 12% Special Education

Ka'u February 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 92% (n=12)	Test Outcome 2: - Child + System Performance 0% (n=0)	92% (n=12)
Test Outcome 3: + Child - System Performance 8% (n=1)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=13)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	17	0%
Out of Home	9	17	53%
Service Delivery Gaps	0	17	0%
Complaints	0	17	0%
CSP Timelines	9	15	60%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	0	0	0	93%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	886	122	158	29	1.33	1.74	4.44

* State Average = 88% Regular Education and 12% Special Education

Kalaheo February 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 77% (n=10)	Test Outcome 2: - Child + System Performance 15% (n=2)	92% (n=12)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 8% (n=1)	

77%
(n=10)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	27	0%
Out of Home	5	27	19%
Service Delivery Gaps	0	27	0%
Complaints	0	27	0%
CSP Timelines	22	27	81%

Staffing	Vacancies	%
5	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	96%	0	0	4	89%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	4,567	128	606	63	3.22	3.6	2.13

* State Average = 88% Regular Education and 12% Special Education

Lahainaluna February 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 77% (n=10)	Test Outcome 2: - Child + System Performance 8% (n=1)	85% (n=11)
Test Outcome 3: + Child - System Performance 15% (n=2)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**92%
(n=12)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	15	0%
Out of Home	5	15	33%
Service Delivery Gaps	0	15	0%
Complaints	0	15	0%
CSP Timelines	15	15	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
2	93.5%	0	0	0	92.5%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	3.016	70	396	45	4.25	4.71	3.66

* State Average = 88% Regular Education and 12% Special Education

Radford February 2004

Internal Review Results

n=17

Test Outcome 1: + Child + System Performance 88% (n=15)	Test Outcome 2: - Child + System Performance 6% (n=1)	94% (n=16)
Test Outcome 3: + Child - System Performance 6% (n=1)	Test Outcome 4: - Child - System Performance 0% (n=0)	

94%
(n=16)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	7	0%
Out of Home	2	7	29%
Service Delivery Gaps	0	7	0%
Complaints	0	7	0%
CSP Timelines	7	7	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	100%	0	1	3	88.5%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students		03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	6,849	172	842	39	1.62	1.66	2.63

* State Average = 88% Regular Education and 12% Special Education

Leilehua March 2004

Internal Review Results

n=21

Test Outcome 1: + Child + System Performance 100% (n=21)	Test Outcome 2: - Child + System Performance 0% (n=0)	100% (n=21)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=21)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	40	0%
Out of Home	20	40	50%
Service Delivery Gaps	0	40	0%
Complaints	0	40	0%
CSP Timelines	40	40	100%

	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	1	0	1	86%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	7,290	229	1,183	114	2.57	3.65	2.01

* State Average = 88% Regular Education and 12% Special Education

McKinley March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 84.6% (n=11)	Test Outcome 2: - Child + System Performance 0% (n=0)	85% (n=11)
Test Outcome 3: + Child - System Performance 7.7% (n=1)	Test Outcome 4: - Child - System Performance 7.7% (n=1)	

**92%
(n=12)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	8	0%
Out of Home	0	8	0%
Service Delivery Gaps	0	8	0%
Complaints	0	8	0%
CSP Timelines	6	8	75%

Staffing	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	88%	0	1	2	97%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	5,144	109	489	36	3.14	2.42	1.28

* State Average = 88% Regular Education and 12% Special Education

Molokai March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 92% (n=12)	Test Outcome 2: - Child + System Performance 0% (n=0)	92% (n=12)
Test Outcome 3: + Child - System Performance 8% (n=1)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=13)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	10	0%
Out of Home	3	10	30%
Service Delivery Gaps	0	10	0%
Complaints	1	10	10%
CSP Timelines	10	10	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	0	0	1	90.9%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	1,473	60	264	39	2.98	4.76	4.80

* State Average = 88% Regular Education and 12% Special Education

Honoka'a March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 92% (n=12)	Test Outcome 2: - Child + System Performance 0% (n=0)	92% (n=12)
Test Outcome 3: + Child - System Performance 8% (n=1)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=13)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	29	0%
Out of Home	8	29	28%
Service Delivery Gaps	0	29	0%
Complaints	0	29	0%
CSP Timelines	27	28	96%

Staffing	Vacancies	%
2.2	0.7	32%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	0	0	2	94.6%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	2,728	217	365	178	5.31	6.06	2.82

* State Average = 88% Regular Education and 12% Special Education

Waimea (West Kauai) March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 100% (n=13)	Test Outcome 2: - Child + System Performance 0% (n=0)	100% (n=13)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 0% (n=0)	

**100%
(n=13)**

Family Guidance Center

Center	#	# of Clients	%
Mainland Placements	0	117	0%
Out of Home	4	117	3%
Service Delivery Gaps	0	9	0%
Complaints	0	9	0%
CSP Timelines	9	9	100%

Staffing	Vacancies	%
1	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	92%	0	0	0	96%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	2,675	79	260	38	4.47	3.5	5.13

* State Average = 88% Regular Education and 12% Special Education

Kailua March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 84.6% (n=11)	Test Outcome 2: - Child + System Performance 0% (n=0)	85% (n=11)
Test Outcome 3: + Child - System Performance 7.7% (n=1)	Test Outcome 4: - Child - System Performance 7.7% (n=1)	

**92%
(n=12)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	28	0%
Out of Home	7	28	25%
Service Delivery Gaps	0	28	0%
Complaints	0	28	0%
CSP Timelines	21	26	81%

Staffing	Vacancies	%
5	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	82%	0	0	0	93.5%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	3,230	161	585	91	2.56	4.1	4.59

* State Average = 88% Regular Education and 12% Special Education

Kealakehe March 2004

Internal Review Results

n=13

Test Outcome 1: + Child + System Performance 77% (n=10)	Test Outcome 2: - Child + System Performance 0% (n=0)	77% (n=10)
Test Outcome 3: + Child - System Performance 15% (n=2)	Test Outcome 4: - Child - System Performance 8% (n=1)	

92%
(n=12)

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	46	0%
Out of Home	20	46	43%
Service Delivery Gaps	0	46	0%
Complaints	0	46	0%
CSP Timelines	34	39	87%

Staffing	Vacancies	%
2.7	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100%	1	3	1	83%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	4,448	182	564	110	4.16	4.4	2.13

* State Average = 88% Regular Education and 12% Special Education

Maui High March 2004

Internal Review Results

n=17

Test Outcome 1: + Child + System Performance 88% (n=15)	Test Outcome 2: - Child + System Performance 6% (n=1)	94% (n=16)
Test Outcome 3: + Child - System Performance 0% (n=0)	Test Outcome 4: - Child - System Performance 6% (n=1)	

**88%
(n=15)**

Family Guidance Center

Family Guidance Center	#	# of Clients	%
Mainland Placements	0	51	0%
Out of Home	13	51	25%
Service Delivery Gaps	0	51	0%
Complaints	0	51	0%
CSP Timelines	51	51	100%

Staffing	Vacancies	%
2	0	0%

School Data

Service Gaps	Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	96%	0	0	0	88%

Complex	Regular Education		Special Education		Special Education Over Regular Education Suspension Ratio		
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	03-04 SY Actual Enrollment	03-04 SY *State Average	02-03 SY *State Average
Totals	7,151	160	833	86	4.08	3.93	3.66

* State Average = 88% Regular Education and 12% Special Education